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ABSTRACT

The report summarizes information from a review of the literature on bilingual special education. Seven topics are addressed by consultants who were directed to prepare a synthesis of the literature, develop a comprehensive annotated bibliography, and present findings and recommendations for further research at a 2-day conference. The following major areas are examined: (1) demography (general language minority population data, geographic location/residential patterns); (2) assessment (the need for an effective system to collect, analyze, and disseminate data about linguistic minority children); (3) cognitive linguistic development (significance of labeling); (4) teacher training (results of a national needs study); (5) curriculum and instructional methods (cultural relevance in curriculum, research questions related to language interventions, alternative service delivery models); (6) parent involvement, education, and training (funding of a leadership training institute for parent involvement, development of resource materials); and (7) educational policy and program development (recommended policy options). An assessment of selected state bilingual special education policies and information is followed by recommendations for continued research in bilingual special education. (CL)

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A REVIEW OF RESEARCH AFFECTING EDUCATIONAL PROGRAMMING FOR BILINGUAL HANDICAPPED STUDENTS

Executive Summary

Submitted To:

Division of Special Education
U.S. Department of Education
Washington, D.C. 20202

Developed By:

Del Green Associates, Inc.
1030 15th Street, N.W., Suite 1025
Washington, D.C. 20005
(202) 789-0645

October 1983

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Project Officer:
Allen Dittman
Division of Special Education
U.S. Department of Education
Washington, DC 20202

Project Director:
Jessie M. Hailey-Campbell
Del Green Associates, Inc.
1030 15th Street, N.W., Suite 1025
Washington, DC 20005

Contract No. 300-82-0310

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I.

ACKNOWLEDGEMENTS

This report was written in partial fulfillment of a contract (No. 300-82-0310) awarded to Del Green Associates, Inc. by the U.S. Department of Education, Special Education Division. It represents a comprehensive review of the of literature on bilingual special education, encompassing seven (7) topical areas of research. These areas were identified as a result of a preliminary literature review and input from practitioners in this emerging new field, [both of which pointed to the significance of the research areas].

The report was prepared by Jessie M. Hailey-Campbell, who served as a key consultant to DGA, Inc. and Director of this project.

In identifying a most competent and cooperative team of professional researchers and (document), and in locating all available materials relative to this project, DGA, Inc. extends special thanks to the following:

RESEARCH CONSULTANTS TO BILINGUAL HANDICAPPED PROJECT

Leonard Baca, Director
BUENO Multicultural Special Education Project
Center for Multicultural Education - University of Colorado
Boulder, CO

Alejandro Benavides
Chicago Public Schools
Special Education Coordinator for Bilingual Related Services
Chicago, IL

Philip Chinn, Special Assistant to the Executive
The Council for Exceptional Children
Reston, VA

Nancy Dew
Coordinator of Services
Illinois Resource Center
Northwest Educational Cooperative (NEC)
Arlington Heights, IL

Ileana C. Herrell
School Psychologist and Administrator - State of MD
Rockville, MD

Debra Hudson
Chicago Public
School Psychologist
Oak Park South, IL

Patricia Medeiros Landurand, Project Director
Regis College Multicultural Institute for Change
Weston, MA

Robert Marion
Department of Special Education
University of Texas at Austin
Austin, TX

Billie Navarro
Illinois State Board of Education
Chicago, IL

Alba Ortiz, Director
Bilingual Special Education Project, Special Education Department
College of Education
University of Texas at Austin
Austin, TX

CONSULTANTS TO BILINGUAL HANDICAPPED PROJECT

Robert St. Clair
Department of English & Linguistics
University of Louisville
Louisville, KY

Rafaela Elizondo de Weffer
Director, Bilingual Learning Disabilities Program
DePaul University
Chicago, IL

Jane H. Williams, Director of Research
Del Green Associates, Inc.
Foster City, CA

Charles Woodson
Southern Illinois University
Bethesda, MD

OTHER CONSULTANTS:

- Mr. Rick Holland, ETS, Washington, DC
- Ms. Melissa Harris, N.C.B.E., Washington, DC
- Roger Kroth, University of New Mexico
- Laurel Smith, Council for Exceptional Children

AGENCIES:

(1) Ms. Patricia McLaney
State Dept. of Education
Montgomery, AL

(2) Ms. Jane French
State of Dept. of Education
Pago Pago, America Samoa

(3) Ms. Maria Vasquez
Div. of Public Instruction, CA State
Dept. of Education
Sacramento, CA

(4) Dr. Doris Woodson Educational
Div. of Special Ed'I Programs
Washington, DC

(5) Mr. Miles S. Kawatachi
State Dept. of Education
Honolulu, HI

(6) Ms. Billie Navarro
State Dept. of Education
Chicago, IL

(7) Dr. David Hayden
State Dept. of Education
Baltimore, MD

(8) Dr. Alan Norcott
State Dept. of Education, PPS
Trenton, NJ

(9) Mr. Lawrence C. Gloeckler, Director
Div. of Prog. Development
State Dept. of Education
Albany, NY

(10) Ms. Elie S. Gutierrez
State Dept. of Education
Santa Fe, NM

II.

BACKGROUND

The last two decades saw great strides in developing equity for education. Spurred by court decisions, state and federal legislation mandated and supported programs to give all children an equal chance to benefit from their schooling. Children with economic disadvantages, children with limited English proficiency (LEP), and children with handicaps all had special legislation and special school programs designed for them. In most cases, legislation tended to keep the three categories of children separated, but in some aspects, the mandates overlap: tests to determine whether or not a child is handicapped, for example, must be in the child's native language. In other aspects, legislation and program design may not recognize the interlockings, but they are still real; also, a very many LEP children are also economically disadvantaged.

The action of advocates of bilingual special education and the positive results of litigation over the past decade have heightened the efforts to meet the needs of (the) bilingual handicapped students. However, school systems still face the challenge of designing and providing a comprehensive service delivery model involving teachers, students, parents and the community.

III.

THE PROBLEM

As programs have gained more experience, interactions have become more apparent. In the case of programs for bilingual and for handicapped students, some problems have been quite serious. Many teachers and school administrators have consequently come to favor establishing a new field of bilingual special education, but that field is not yet in place. A series of problems exist which hamper the effective implementation of bilingual special education policies and the establishment of appropriate programs:

- Educators appear to be confused by differing or ambiguous interpretations of policy, expanded or contracted programmatic requirements, and differing philosophies and purposes.
- There exists conflict among the various statutes, and a lack of creativity and commitment toward some resolution.
- There is the lack of an effective system for identifying, testing, and selecting children to participate in bilingual special education programs.
- Most schools do not have the personnel, facilities, and materials to build a separate program for bilingual handicapped students in addition to their already existing programs for the bilingual students and for the handicapped students.
- There are few well formulated theories to serve as guides for deciding on the key areas for training teachers and other personnel in bilingual special education.
- Proponents of mainstreaming - at the federal, state and local levels - have tended to dissuade the establishment of a separate field of bilingual special education.
- Research addressed directly to issues in bilingual special education is very sparse, and it is difficult to tell how far afield to go into neighboring research areas to find relevant research for exploring immediate emergent issues in educating this special population.

The goal of this project, as defined by the Department of Education, is to improve our understanding of the current research base in bilingual special education, and to obtain recommendations about the sorts of activities identified by the research base that would be the most fruitful directions for Special Education Programs (SEP) to pursue to improve that base. The research base and recommendations will provide states and local education agencies with better information for program planning more in line with meeting the unique needs of (the) bilingual special education students.

IV.

SUMMARY OF RESEARCH AREAS

This report summarizes the findings of a one year effort to determine the status of "research affecting educational programming for bilingual handicapped students." Seven (7) areas of research were identified as significant to this emerging field of bilingual special education: (1) Demography, (2) Assessment, (3) Cognitive Linguistic Development and Language-Culture Ties, (4) Teacher Training, (5) Curriculum and Instructional Methods, (6) Parent Involvement, Education, (7) Educational Policy and Program Development. Seven experienced consultants were screened and selected to review the literature. A consultant was assigned to each area, with the responsibility of (1) preparing a synthesis document which summarized the literature review, (2) developing a comprehensive annotated bibliography, and (3) presenting the findings and recommendations for (further) research at a two-day Research Conference. The Research Conference was the culminating activity for this project. In conjunction with the presentation of synthesis documents, and exchange among the reviewers; a second group of experienced bilingual special educators reacted to each presentation. (Original reaction papers were subsequently submitted to the reviewers for incorporation into each appropriate final document.)

This study was funded by the Department of Education, Division of Special Education (Contract No. 300-82-0310). With special funds from Del Green Associates, Inc., the study was expanded beyond the orginial scope of work to include an assessment of bilingual special education policy implementation by selected state offices of education. Twenty-two (22) state offices were contacted and asked to provide information relative to educational programming for bilingual handicapped students. Of that number, twelve (12) responded to the letter of request.

Following is a breakdown of the seven (7) research areas of this study, and the sets of questions were posed to each consultant as guides to their literature search.

1. Demography	2. Cognitive Linguistic Dev. & Lang. Culture Ties	3. Assessment (T & E)
Researcher: Debra Hudson	Researcher: Robert St. Clair	Researcher: Patricia Landurand
- Defining the size, distribution and demographic characteristics of the bilingual handicapped is a priority concern affecting educational programming. Are there national, state or local formula for determining such?	- Is bilingualism detrimental to, or facilitative of cognitive (intellectual) development of the bilingual child?	- Are special techniques needed to evaluate bilingual handicapped pupils' progress? What are they?
- Choices about service delivery models, teacher training and long-term goals will depend to a great extent on the numbers, location and special needs of bilingual handicapped students. Is there now a relationship?	- What affect, if any, does mainstreaming have on the cognitive development of the bilingual handicapped student?	- Does bilingual (perhaps bicultural) status affect what the handicapping conditions (e.g. speech problems, learning disabilities, mental retardation, emotional disturbance) look like, such different criteria would be needed for classification of these students?
- The bilingual-socioeconomic ties: What are the specifics of poverty among bilingual families?	- Which handicapping conditions appear to present the greatest difficulty for bilingual handicapped students' cognitive development.	
	- What is the status of research on language acquistion of young or preschool bilingual handicapped children? Should research be ethnographic or quantitative in nature?	- What assessment methods other than tests have been tried systematically? How have they been evaluated? How have they been related to tests?
- Is there reliable demographic data of the bilingual handicapped available?	- Is there evidence to support a strong link between cognitive linguistic development and the ethnography or culture of bilingual handicapped students?	- Do special education tests, translated to X, perform assessment tasks satisfactorily or are new instruments necessary or do new standardizations need to be undertaken?
		- Teacher training: a place for assessment?

4. Curriculum and Instructional Methods	5. Teacher Training	6. Educational Policy & Program	7. Parent Involvement, Education Training
Researcher: Alba Ortiz	Researcher: Leonard Baca	Researcher: Charles Woodson	Researcher: Robert Marion
- Do methods designed for handicapped students perform instructional tasks satisfactory, or do new methods need to be developed for bilingual handicapped?	- How do we prepare teachers who, in addition to being "culturally literate", are teachers who can adapt their methods of instruction, motivation, classroom management, counseling and assessment to students' cultural differences?	- What policies exist which focus specifically on the needs of bilingual handicapped students?	- What cultural values and lifestyles do parents' teaching styles embody?
- Because of fiscal restraints schools must often choose between teaching bilingual handicapped students in bilingual programs or special education programs. Is there evidence to favor one or the other?	- Is there (a need for) a separate bilingual special education field? If so, what structure should it have for training teachers and other personnel? What do we need to add to present teacher training models?	- Are state and local policies re: bilingual special education consistent with federal legislation?	- Does research exist to support that there is a relationship between cognitive development and culture in relating to learning styles or ethnography of the home?
- What methods are now being utilized for instruction of bilingual handicapped students? (e.g. Bilingual Support Model, Integrated Special Ed-Bilingual Method ...)	- How can teachers learn to discern differences between cultures, and intracultural differences in order to avoid cultural stereotyping?		- Is there a real need for education of parents of the handicapped? Has evidence shown that it significantly helps the children in their development?
- Is there empirical evidence that indicates that one method of instruction results in higher academic achievement/performance by children exposed to it than another method of instruction?	- What models are now being utilized for instruction of bilingual handicapped students, and how effective have they been?		- Does ethnographic information aid in understanding children's style of communicating and and relating to others, and their acceptance of teaching methods, materials and approaches?

A. DEMOGRAPHY

Although great strides have been made in the emerging field of bilingual special education, there appears to be little reliable demographic data on bilingual students with handicapping conditions. There are still large numbers of LEP students whose impairments have been misdiagnosed or undiagnosed, and subsequently, these students have been inappropriately placed in education programs. According to the synthesis document, early reports show an over-representation of bilingual and multicultural children in special education classes, particularly those for the educably mentally handicapped, in comparison to their prevalence in the total school population. Culturally and linguistically biased assessment procedures were frequently cited as contributing to this problem. The major sources which discuss (other) problem areas are Mercer (1973) regarding placement; data by the California Department of Education of the entire state; Riles (1969); Dun (1968) on children in special classes from low status backgrounds, and Horber (1976) who cited disproportionate special education placement of bilingual children in terms of both large numbers of educably mentally handicapped and underrepresentation in classes for learning disabled.

In the introduction of this document, the following assessment of research on number of exceptional bilingual students is cited:

"Recent literature contains estimates as to the true size of the bilingual special education population. McCormick (1980) indicated that in light of the five million school age children whose parents native tongue is other than English reported by Reich (1975), a conservative estimate of five percent for children with learning disabilities suggests there must be at least 250,000 bilingual children with learning disabilities in this country. Baca (1981) projects 420,000 students of limited English proficiency with such handicaps as mental retardation,

learning disabilities or hearing impairment nationwide. Martinez (1981) estimates twenty-five percent native Spanish speaking representation by the year 2000 with another seven percent native speakers of other than Spanish or English, and indicates a proportionate number of this thiry-two percent may be expected to require special education."

Although the literature suggests an increase in the number of bilingual students who may require special classes in the future, few guidelines or demographic questions are offered to local school systems for developing comprehensive programs for this special population.

Although a number of sources provide some pertinent or related data, Civil Rights surveys appear to be cited most frequently, e.g., the 1976 Civil Rights Survey, and a report developed at the request of the House Subcommittee on Select Education in 1981. This report examined the racial/ethnic proportions of children receiving special education. The House Subcommittee considered the Civil Rights Survey as providing the stronger data as it provides a higher percentage coverage of various disadvantaged groups.

The remainder of this document covers three sub-topics: 1) General Language Minority Population Data; 2) Geographic Location/Residential Patterns, and 3) Socioeconomic ties. Although specific recommendations are not presented, questions, issues and concerns as derived from the literature are provided.

Questions, Issues and Concerns (As Presented in the Original Synthesis Document)

Recent attention to the size of the bilingual special education population in the U.S., appears associated with more diverse questions, issues and concerns. These appear in need of consideration prior to the emergence of a more reliable picture.

According to the U.S. Commission on Civil Rights (1980), districts often submitted incomplete, inaccurate and inconsistent enrollment data. In particular, many districts reported totals that did not agree with computed totals based on race/ethnicity or sex. Bergin (1980) questions whether linguistically different youngsters are being excluded from appropriate special education programs due to a school's fear of litigation and/or lack of resources. Further, as expressed earlier in this report, misdiagnoses is still a noteworthy factor. (Laosa, 1977; Plata and Santos, 1981). The House Select Committe on Education also suggests that considerable evidence indicates that there are in-school children who need but are not receiving special education services. The data is, however, reported as currently inadequate to estimate the size of this group. Among Indian Americans, nineteen schools associated with the Navajo and Phoenix area offices of the Bureau of Indian Affairs with a total of 883 handicapped students showed 49 percent receiving no service. (Comptroller General of the U.S., 1979).

Despite the continued prevalance of the prevalence in special education consistent with the regular education enrollment or school age population ratio, questions regarding the interaction between ethnic and socioeconomic variables and special education need are quite visible. According to Watson and Van Etten (1977) a question to be investigated is whether there also existence a disproportionate number of minority group children in special education classes located in areas where the minority is representative of the upper socioeconomic bracket.

Information presented in this report is reflective of the variance in the literature with regard to the language component of the target population. Plata and Santos (1981) simply define it as linguistically different. Baca and Bransford (1981) suggest the term Limited English proficiency going on to indicate it's reference to a student who comes from a home in which a language other than English is most relied upon for communication and who has sufficient difficulty in understanding, speaking, reading or writing the English language. McCormick (1980), on the other hand, is addressing children whose bilingualism may be "occult". Such children may speak without an accent but maintain specific difficulties with English usage and grammar, misunderstand idiomatic expressions, have decreased reading skills etc. In addition, words of the mother tongue are more richly saturated with meaning for bilinguals than the translation equivalent of the second language. McCormick (1980) assumes that children with developmental immaturities might be additionally handicapped in school if they were from a bilingual home environment.

Table 1

DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS
1980 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF PROJECTED DATA

NUMBER OF DISTRICTS : 11265
NUMBER OF SCHOOLS : 77644

		AM IND	ASIAN	HISP	BLACK	MINORITY	WHITE	TOTAL	MALE	FEMALE	[illegible]	[illegible]
ENROLLMENT	NUMBER	306730	749003	3179345	6418194	10652136	29180418	39832482	20442586	19390299	[illegible]	[illegible]
	PERCENT	0.8	1.9	8.0	16.1	26.7	73.3	100.0	51.3	48.7	[illegible]	[illegible]
EXPULSIONS	NUMBER	1011	373	13433	28934	43639	96960	138601	98458	39931	[illegible]	N/
	PERCENT OF TOTAL	1.4	0.3	9.7	19.4	30.8	69.2	100.0	71.2	28.8	[illegible]	N/
	PARTICIPATION RATE	0.3	0.5	4.2	4.2	4.0	3.3	3.5	4.8	2.1	0.9	N/
SUSPENSIONS	NUMBER	12326	12277	104168	633074	811744	1319044	2130747	1470148	660598	[illegible]	N/
	PERCENT OF TOTAL	0.6	0.6	7.3	29.7	38.1	61.9	100.0	69.4	31.0	[illegible]	N/
	PARTICIPATION RATE	40.2	16.4	48.5	98.6	76.2	45.2	53.5	72.4	34.1	[illegible]	N/
CORP PUNISHMENT	NUMBER	9513	3004	31718	403306	507232	901032	1408306	1134017	273232	[illegible]	N/
	PERCENT OF TOTAL	0.7	0.2	2.3	28.6	36.0	64.0	100.0	80.6	19.4	[illegible]	N/
	PARTICIPATION RATE	31.1	3.8	20.8	62.9	47.6	30.9	35.4	55.5	14.1	[illegible]	N/
GIFTED/TALENTED	NUMBER	3206	30340	48340	93660	184538	840434	1024913	494700	530585	N/A	N/
	PERCENT OF TOTAL	0.3	3.0	4.7	9.1	18.0	82.0	100.0	48.3	51.8	N/A	N/
	PARTICIPATION RATE	11.1	83.5	15.3	14.6	17.3	28.8	25.7	24.2	27.4	N/A	N/
ESL	NUMBER	8060	3377	29081	214012	247378	388731	636043	234830	231078	N/A	949
	PERCENT OF TOTAL	0.9	0.4	4.6	38.7	44.6	86.8	100.0	60.3	39.8	N/A	1
	PARTICIPATION RATE	26.8	3.0	7.0	33.6	23.2	10.8	14.0	16.4	11.4	N/A	6
TBM	NUMBER	849	1130	7400	26230	36607	58377	94933	54188	40867	N/A	180
	PERCENT OF TOTAL	0.9	1.3	7.8	27.6	37.5	62.6	100.0	57.1	42.8	N/A	1
	PARTICIPATION RATE	2.7	1.6	2.3	4.1	3.3	2.0	2.4	2.6	2.1	N/A	1
SPEECH IMPAIR	NUMBER	9031	13704	60000	130676	213375	687867	904004	566000	338498	N/A	3010
	PERCENT OF TOTAL	0.7	1.5	6.6	14.1	23.9	76.1	100.0	62.9	37.1	N/A	2
	PARTICIPATION RATE	19.4	14.3	16.9	31.3	28.3	23.6	23.7	27.8	17.3	N/A	21
SER EMOT DIST	NUMBER	1488	788	11879	46899	60853	123782	183616	142312	41100	N/A	162
	PERCENT OF TOTAL	0.8	0.4	6.5	25.5	33.0	67.3	100.0	77.5	22.5	N/A	0
	PARTICIPATION RATE	4.8	0.8	3.7	7.3	5.6	4.2	4.6	7.0	2.1	N/A	1
SPEC LEARN DIS	NUMBER	13204	10874	103230	201230	328478	834068	1260471	868885	392579	N/A	3011
	PERCENT OF TOTAL	1.0	0.8	8.1	16.0	26.0	74.1	100.0	71.9	28.1	N/A	1
	PARTICIPATION RATE	43.5	14.3	32.2	31.4	28.6	32.0	31.6	44.3	18.2	N/A	21
MULTIHAND	NUMBER	15040	19004	84230	8630	126904	49047	838772	N/A	N/A	N/A	N/
	PERCENT OF TOTAL	1.9	13.9	77.4	0.8	94.0	6.0	100.0	N/A	N/A	N/A	N/
GRADUATES	NUMBER	14073	39075	139007	329071	500700	2103030	2609160	1215414	1378680	94067	N/
	PERCENT OF TOTAL	0.5	1.4	4.8	12.1	18.9	81.1	100.0	48.2	51.2	2.0	N/
	PARTICIPATION RATE	46.0	53.0	40.0	50.7	47.7	74.0	67.9	57.3	71.0	18.5	N/

CHILDREN REQUIRING SPECIAL ED	2630804
CHILDREN RECEIVING SPECIAL ED	3000470
CHILDREN ATTENDING ELSEWHERE	330000
CHILDREN NOT EVALUATED	980000
CHILDREN NOT RECEIVING SERVICES	33010

SCHOOLS WITH ACCESSIBLE	
ENTRANCES	54011
CLASSROOMS	43124
SCIENCE LABS	10704
PUPILS IN WHEELCHAIRS	34437
ACCESSIBLE CLASSROOMS	179050
TOTAL CLASSROOMS	1426201

	SOME SEX CLASSES		MIXED CLASSES				
	MALES	FEMALES	MALES	FEMALES		MALES	FEMALES
HOME ECONOMICS	10704	674010	882860	9504047	ALL FEMALE TEAMS		2370950
INDUSTRIAL ARTS	534710	44773	9527140	8819661	ALL MALE TEAMS	4487975	
PHYSICAL ED	1047276	6490720	8883290	8073863	TEAMS WITH BOTH SEXES	2302900	2040644

PARTICIPATION RATE IS PER RATE PER THOUSAND

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Table 1a.-Estimated numbers of persons with non-English-language backgrounds in the United States, by language and age group: Spring 1976

(Numbers in 1,000's)

Non-English-language background	Total	Age 5 and under	Age 6 to 18	Age 19 and older
Total	27,985	2,224	5,032	20,730
Selected European languages	22,475	1,766	4,263	16,446
French	1,932	83	303	1,546
German	2,735	70	286	2,378
Greek	542	41	88	412
Italian	2,931	99	296	2,536
Polish	1,498	24	87	1,387
Portuguese	489	29	77	383
Russian	228	(*)	17	209
Scandinavian languages	661	(*)	29	624
Spanish	10,609	1,384	3,022	6,203
Yiddish	852	26	58	768
Selected Asian languages	1,842	220	301	1,321
Chinese	537	57	81	399
Filipino languages	522	69	103	351
Japanese	439	30	40	370
Korean	194	35	31	128
Vietnamese	150	30	46	74
Arabic	190	26	22	143
Navajo	139	22	34	83
Other languages	3,319	191	391	2,738

*Less than an estimated 15,000 persons.

NOTE.—Detail may not add to total shown because of rounding.

SOURCE: Survey of Income and Education, conducted by the U.S. Bureau of the Census spring 1976.

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Table 2.—Estimates of total population and of persons with non-English-language backgrounds and of total school-age children, 5 to 18, and school-age children with non-English-language backgrounds in the United States, by region and State: Spring 1976
(Numbers in 1,000's)

Region and State	Total population (all ages)	Population with non-English-language backgrounds		Total school-age children (ages 5-18)	School-age children with non-English-language backgrounds	
		Number	Percent of total		Number	Percent of total
All States	211,517	27,9 .	13	50,330	5,832	10
Northeast	49,075	9,184	19	11,367	1,333	12
Connecticut	3,083	387	13	716	77	11
Maine	1,094	134	12	230	22	8
Massachusetts	5,751	983	17	1,344	109	8
New Hampshire	810	123	15	208	17	8
New Jersey	7,344	1,375	19	1,667	182	11
New York	17,833	4,433	25	4,073	758	19
Pennsylvania	11,670	1,293	11	2,634	148	5
Rhode Island	913	194	21	205	21	10
Vermont	449	44	10	114	(*)	6
Southeast	61,943	2,980	6	12,677	530	4
Alabama	3,569	38	1	804	(*)	1
Arkansas	2,136	43	2	503	(*)	1
Delaware	579	40	7	140	(*)	4
Florida	8,468	1,177	14	1,816	196	11
Georgia	4,918	103	2	1,389	27	2
Kentucky	3,375	52	2	829	(*)	(**)
Louisiana	3,746	636	17	1,088	148	14
Maryland	4,083	295	7	999	46	5
Mississippi	2,329	25	1	613	(*)	1
North Carolina	5,303	88	2	1,291	32	2
South Carolina	2,788	67	2	723	(*)	1
Tennessee	4,165	46	1	971	(*)	1
Virginia	4,913	348	7	1,168	38	3
West Virginia	1,799	42	2	467	(*)	(**)
District of Columbia	693	38	6	143	(*)	4
North Central	57,022	5,804	9	13,918	688	4
Illinois	10,994	1,473	13	2,691	223	8
Indiana	5,243	265	5	1,283	47	4
Iowa	2,873	152	5	668	16	2
Kansas	2,238	135	6	530	23	4
Michigan	9,077	882	9	2,210	91	4	
Minnesota	3,898	188	5	948	26	3
Missouri	4,707	155	3	1,098	24	2
Nebraska	1,539	111	7	367	15	4
North Dakota	652	35	5	162	(*)	4
Ohio	10,635	817	8	2,534	106	4
South Dakota	672	41	6	168	(*)	3
Wisconsin	4,570	436	10	1,149	27	2
Northwest	8,894	688	8	1,960	186	9
Alaska	166	28	14	48	(*)	13
Idaho	888	54	7	208	(*)	6
Montana	747	65	8	191	(*)	4
Oregon	2,383	166	7	534	23	5
Washington	3,988	288	8	838	38	5
Wyoming	377	36	9	98	(*)	6
Southwest	44,660	10,25	23	10,324	2,468	23
Arizona	2,274	[illegible]	[illegible]	593	144	24
California	20,797	[illegible]	[illegible]	4,788	1,588	33
Colorado	2,530	[illegible]	[illegible]	644	[illegible]	[illegible]
Hawaii	842	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nevada	688	[illegible]	[illegible]	168	[illegible]	[illegible]
New Mexico	1,150	[illegible]	[illegible]	302	[illegible]	[illegible]
Oklahoma	2,888	[illegible]	[illegible]	694	[illegible]	[illegible]
Texas	12,388	[illegible]	[illegible]	3,312	[illegible]	[illegible]
Utah	1,888	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

*Less than an estimated [illegible] persons.
**Less than an estimated 0.5 percent.

NOTE.—Detail may not add to total shown because of rounding.

SOURCE: Survey of Income and Education conducted by the U.S. Bureau of the Census, spring 1976.

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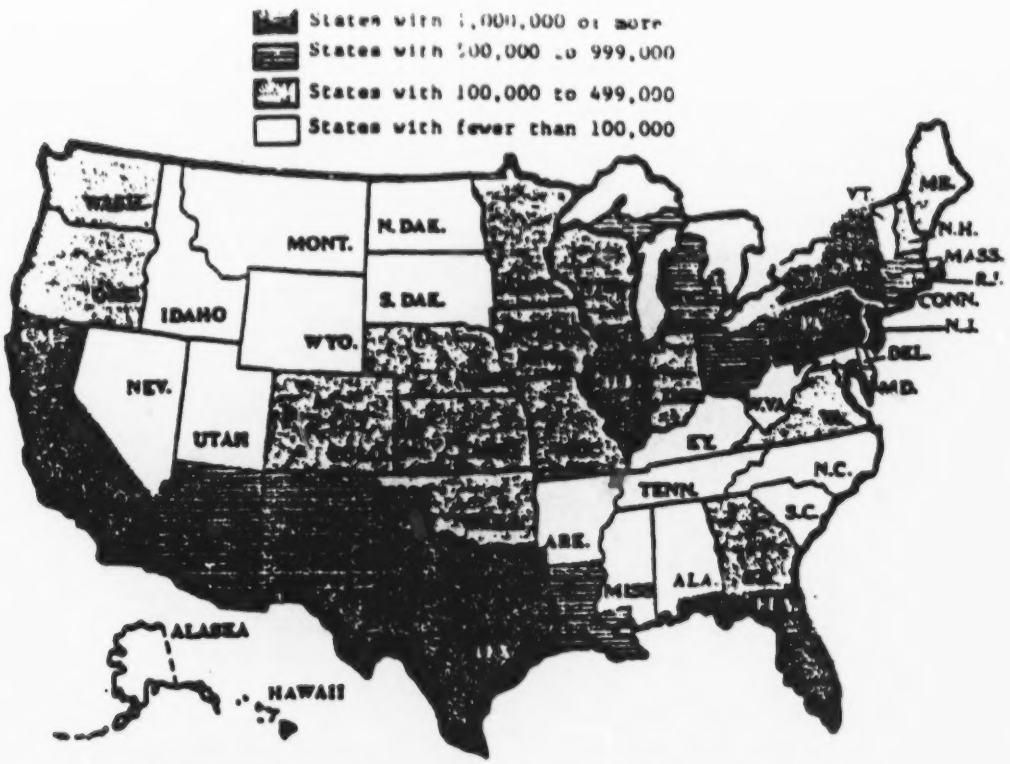
[illegible] LANGUAGE-MINORITY [illegible]



- Language-minority persons were located in every State in the Union. However, seven States had more than a million language-minority persons, seven had between 500,000 and a million, and an additional 18 States had between 100,000 and 500,000 such persons.

- Spanish-language background persons were located in all regions and States. However, three out of five were located in five States of the Southwest--Arizona, California, Colorado, New Mexico, and Texas. These five States plus New York, Florida, Illinois, and New Jersey accounted for about 90 percent of the Spanish-language background population.

- More than one-fourth of French-language background persons lived in Louisiana, and another 40 percent in the States of the Northeast, principally Maine, Massachusetts, and New York.

- Each of ten widely-separated States had 100,000 or more persons of German-language background.

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B. ASSESSMENT

The number of bilingual/handicapped children who are now attending our schools has increased tremendously over the past fifteen years, and according to school system reports and the literature, a continuation is anticipated. This increase has brought with it numerous problems, many of which are linked directly to the assessment process. Presently, there appears to be no comprehensive and accurate assessment system for determining the aptitude and abilities of bilingual handicapped students. Also, there are no systematic studies of the bilingual handicapped child's language abilities in different situations, nor of the difficulties experienced due to uncontrolled variables in the assessment process.

WHAT RECOMMENDATIONS CAN BE MADE TO LOCAL, STATE AND FEDERAL EDUCATORS TO ENSURE THAT CULTURALLY AND LINGUISTICALLY DIFFERENT STUDENTS BE APPROPRIATELY ASSESSED?

The problem of providing appropriate assessment for children from linguistic minorities is plagued by a general lack of information. Many local districts and states do not presently collect data on these children. There is a need to collect data on numbers of children in particular language groups in various monolingual regular, bilingual and special education programs. Available data should be collected on the number of children from linguistic minorities who have limited communication skills in English, according to language group. Specific information is needed on linguistic minorities who have educational handicapping conditions according to category of handicap, type of placement and language group. Of this group of linguistic minorities, a breakdown of limited English proficient students by handicap and placement is needed. It is very important that the Office of Education require that states request this information from local districts. Information of this nature should be coordinated, interpreted and disseminated.

The development of an effective system to collect, analyze and disseminate date about linguistic minority children is an important first step toward a better understanding of the problem (Task Force on Cross-Cultural Assessment, 1980).

Considering the high risk of inappropriate educational placements for linguistic minority children, it is critical that bilingual and special education programs work closely together. In many states, bilingual special education programs are nonexistent or not defined clearly. There is an overall lack of coordination at federal, state, and local level. Because of this lack of coordination, inappropriate assessment procedures and placements continue to occur. There needs to be assigned staff at local and state level to coordinate and monitor assessment,

placement and programming of linguistic minority students. Once this coordination is in place, then areas such as developing standards for assessors in competency in the language and guidelines for use of interpreters in assessment of limited English proficient children can be addressed.

A third area of critical need is the lack of training personnel. A major need cited by bilingual and special education directors in twenty states is lack of bilingual certified assessors and specialists to serve linguistic minority exceptional students. There are in many states no guideliness for determining many levels of linguistic competency for those professionals assessing children from linguistic minority groups.

A third recommendation is that the Office of Education assume a leadership position in addressing training needs in bilingual special education. The Office of Special Education should require state agencies in their comprehensive system of personnel development to address the issue of staff development in bilingual special education. Funds should be appropriated in this area. The development of cadre of trained personnel must be addressed.

There is a need for research in this area in order to determine best methods of assessing these children. The effect of a child's cognitive style on his/her performance is one area among many that needs further research. The Office of Education should, through requests for proposals, encourage needed research in area of cross-cultural assessment.

As stated throughout this paper, current assessment practices result in inappropriate placements for children of ethnolinguistic backgrounds. At present, assessment of children from linguistic minorities is often conducted in English, if the child understands the language at all. If not, assessments are conducted through an interpreter, who has little if any knowledge of assessment. The reliance on inappropriate instruments continues. There needs to be the development of a comprehensive system of assessment for ethnolinguistic handicapped children.

This system should encompass at the state level a development of policies and guidelines and a means of monitoring the implementation of these guidelines at the local level.

Cross-cultural assessment is an area plagued with problems. These problems stem from lack of administrative coordination, lack of trained personnel who speak languages of children, lack of descriptive data, lack of clearly articulated guidelines and procedures, and lack of research. If linguistic minority/handicapped students are to receive appropriate assessments, placements, and program, emphasis must be placed in addressing the above areas and not on finding the appropriate tests. There will be a test or tests constructed to solve the problem(s) in cross-cultural assessment. The ethnolinguistic handicapped child needs to be understood and described in his/her cultural and linguistic context at home, in the community and at school. A well articulated, creative, comprehensive cross-cultural approach is needed in order to do this. Are we able to meet this need - this challenge?

C. COGNITIVE LINGUISTIC DEVELOPMENT LANGUAGE & CULTURE TIES

This document is the result of efforts to determine the availability of current sociological research and theory concerned with the cognitive linguistic skills and bilingual handicapped children. Since the research is very scarce, as this document indicates, an attempt has been made to relate research findings to realistic issues and problems confronting the exceptional bilingual child. The reader should be aware that most of the resources reviewed provide information that is only related to the real problems of this population. The central theme of this document rests on the premise "people exist in a social system which they consider to be real, but which they do not know has been socially constructed for them and by them." This is particularly true of the bilingual handicapped population. "This is evidenced, in face-to-face interactions where one person creates a 'conversational image' of the other during their first encounter. This image is based on non-verbal behavior, speech patterns, interaction strategies, and other forms of daily routines. What one asks and says or does, in this model, is just as significant as what one fails to say or do."

The author provides a comprehensive treatise on the significance of "labelling" on the bilingual handicapped. "The concept of labelling forms an intrinsic part within the sociology of knowledge; and it accounts for why bilingual minorities are treated as outsiders."

Numerous problems can arise in any attempt to formulate practical suggestion or recommendation for professionals in one discipline based upon extremely limited research from another discipline. An attempt was made by the author in this document to stimulate educators and to offer insight into the cognitive difficulties when culture is a key factor.

D. TEACHER TRAINING

One of the greatest priorities for educators is the task of providing the most appropriate and effective educational programs and experiences for various student populations. Up to the present time, one population of students that has been largely ignored has been the exceptional bilingual. In this paper, exceptional and handicapped are used interchangeably. "Exceptional" includes students who are handicapped in a variety of ways: the mentally retarded, the learning disabled, the emotionally disturbed, the physically handicapped, and the visually and hearing impaired. In addition, however, to these handicapping conditions, bilingual exceptional students come from culturally and linguistically different backgrounds and have not acquired proficiency in the English language. This population may be best described as culturally and linguistically different exceptional students (CLDE). Although the actual number of CLDE students is not known, an estimate of this number was obtained during a 1976 national study concerning the overlap of identified Title I students and Title VII students. According to the results of the study, approximately one-half million students aged 5 to 21 years were handicapped and from non-English language backgrounds (NCES 1980).

To teach these students in the language they can best understand is to build on their linguistic and cultural strengths and is compatible with sound educational practice. During the past 50 years, a great deal of emphasis has been placed on the education of handicapped students through various special education programs. This movement reached its peak in 1974, with the passage of P.L. 94-142 The Educational for All Handicapped Children's Act. The education of handicapped children continues to be strong national priority up to the present time. Even more recently, within the past 15 years there has been a renewed interest in bilingual education. The United States Congress passed the Bilingual Education Act (P.L. 90-247) in 1968. This

act made it possible for local school districts to receive federal funding for the implementation of bilingual programs designed to meet the needs of students with limited English proficiency.

Recent developments in litigation and educational research dealing with handicapped children of limited English proficiency suggests that educators must seriously address the issues related to designing and implementing bilingual special education programs. One of the most critical needs in this overall national effort is to prepare a cadre of quality trained bilingual special education teachers who will be able to provide the necessary educational experiences that will assist these students develop to their fullest potential.

Any discussion of bilingual special education teacher training should occur within the broader context of multicultural education. In 1979, multicultural teacher training was formally institutionalized by the National Council for Accreditation of Teacher Education (NCATE). This influential accreditation agency adopted a multicultural education policy statement which requires all teacher training programs to include a multicultural component. Since this requirement is relatively new, many schools of education are still in the beginning stages of planning and implementing the component. With time and careful implementation this requirement will have a significant impact on teacher preparation programs. At the heart of multicultural education is the concept of cultural pluralism. Advocates of this concept endorse the principle that there is no one model American. Cultural pluralism not only appreciates but promotes cultural diversity. It recognizes that it is the unique contributions of various cultural groups that strengthen and enrich our society.

Ten years ago the Commission of Multicultural Education of the American Association of Colleges for Teacher Education also adopted an important policy statement. Once of the paragraphs of this statement is particularly significant. It reads as follows:

> "To endorse cultural pluralism is to endorse the principle that there is no one model American. To endorse cultural pluralism is to understand and appreciate the differences that exist among the nation's citizens. It is to see these differences as a positive force in the continuing development of a society which professes a wholesome respect for the intrinsic worth of every individual. Cultural pluralism is more than a temporary accommodation to placate racial and ethnic minorities. It is a concept that aims toward a heightened sense of being and wholeness of the entire society based on the unique strength of each of its parts." (AACTE, 1973, p. 264).

Bilingual special education teacher training is one strategy for promoting cultural pluralism in our schools. More importantly it is an important effort designed to promote equal educational opportunity for limited English proficient students who are also handicapped.

As an emerging discipline bilingual special education draws heavily from both bilingual education as well as special education. Both of these fields have been very actively involved in teacher training activities for many years. Bilingual special education teacher training, however, requires much more than the borrowing of courses from each of the parent disciplines. Bilingual special education requires a carefully articulated and planned convergence of these two disciplines which results in a new and unique body of knowledge.

Results of a National Needs Study

A recent study, sponsored by the BUENO Center for Multicultural Education of the University of Colorado (McClean 1981), demonstrated the extent of the need for bilingual special education programs and teachers in U.S. school districts. The specific problem dealt with in this study stemmed logically from the general problem of inadequate programs for CLDE children and

was two-fold in nature: 1) to ascertain how extensive the need to develop bilingual special education programs was in school districts funded through Title VII of the Elementary and Secondary Education Act, and 2) to identify the services, resources, and teacher competencies most needed in order to create high quality programs.

The sample of school district personnel was large and representative. It consisted basically of bilingual education directors and special education directors in 50 percent of the school districts in the U.S. which received funds through the Bilingual Education Act. The districts in the sample were selected randomly by state, and every state which received at least one Title VII grant was included in the study. The percentage of directors who returned questionnaires was high. One or both of the directors returned them in 93.24 percent of the districts surveyed.

The more salient of the many findings of the study are summarized as follows:

1. The study indicated that both bilingual education directors and special education directors considered the concept of bilingual special education to be a very viable educational alternative. Collectively, the respondents rate bilingual special education as being "an excellent idea."

2. Despite the positive endorsement given by the respondents to the concept of bilingual special education, only 31 to 32 percent of the school districts which received Title VII funds had or were planning programs which would be operational within two years. Programs were located which served only 17 of the approximately 80 language groups served by regular bilingual programs. Moreover, many existing programs were not equipped to serve all of CLDE children in the district. A higher percentage of rural districts had programs than did suburban districts.

3. Several language minorities were often served by a single district, and 40 of the 45 counted as having programs served Spanish-speaking children.

4. Of the resources and personnel identified as being necessary in order to create high quality bilingual special education programs, bilingual audiologists were most difficult for the districts to find. The following were rated as "very difficult to locate": bilingual speech therapists, bilingual psychologists, bilingual special educators, curricular plans for bilingual special education. The following items and personnel were rated as being "somewhat difficult to locate": appropriate measures of intellectual ability for linguistically and culturally different children, bilingual counselors, and bilingual lay personnel to work with handicapped children.

5. In training programs for bilingual special educators, all of the 27 competencies and attitudes identified in this study were rated as being highly important; however, the respondents rated the five following competencies as being "of extreme importance". They included: 1) the desire to work with limited-English proficient, handicapped children; 2) the development of knowledge of and sensitivity toward the language group to be served; 3) knowledge of methods for dealing effectively with the parents of limited-English proficient, handicapped children; 4) knowledge of instructional methods for teaching English to limited-English proficient, handicapped children; and 5) the ability to develop individual curricular and instructional plans for limited-English proficient, handicapped children.

6. The concept of bilingual special education was rated as being beneficial for children with all of the identified handicapping conditions. However, it was rated as being more beneficial for the less severely handicapped than the more severely handicapped.

7. Six alternatives were identified for the delivery of bilingual special education to children in need of it. They included: 1) a special institution; 2) self-contained bilingual special education classrooms in regular schools; 3) bilingual special education resource rooms in regular schools where students spend a portion of the day to supplement instruction in regular bilingual classes; 4) help from an itinerant bilingual special education teacher to supplement regular bilingual classroom instruction; 5) para-professional help; 6) attending regular bilingual classes with minimal extra support services. Usually a range of two or three of the above alternatives were recommended by most respondents as appropriate for less severely handicapped children and the self-contained bilingual classroom was most often judged appropriate for more severely handicapped children.

A total of fifteen recommendations were made based on the conclusions of the study, which were in turn based on the findings. The most significant finding was that, nationwide, directors of both bilingual education and special education programs viewed the concept of bilingual special education as a viable educational alternative. The premise that the collective judgement of these directors is correct underlines the following summation of the more important recommendations, which, if carried out, would amount to very substantial changes in public education.

1. The number of language groups being served should be expanded.

2. In order to enable school districts to improve service, the quantity of training programs for bilingual special educators at colleges and universities should be increased, and many existing training programs should be improved.

3. In educational programs for bilingual special educators, emphasis should be placed on training the personnel and developing the resources, discussed in the findings, which the respondents found "very difficult to locate". Secondary emphasis should be placed on developing resources judged to be "somewhat difficult to locate".

4. For teachers, emphasis should be placed on all of the 27 competencies identified in the study, but primary emphasis should be placed on the five mentioned in conjunction with the findings, which were deemed by the respondents to be "of extreme importance".

5. While bilingual special education programs should be developed for all limited-English proficient children encumbered by one or more handicapping conditions, when programs are being developed priority should be given to those less severely handicapped. Most students in the following categories would be examples: hard of hearing, learning disabled, mildly mentally retarded, orthopedically handicapped, other health impaired, speech impaired, and visually handicapped. Secondary consideration should be given those more severely handicapped since respondents believed they would benefit less by such programs. Deaf, deaf/blind, multiple handicapped, severely retarded, and severely emotionally disturbed would be examples of handicaps in the latter category.

6. An important goal in program planning should be to provide a range of bilingual education alternatives. However, in program development, emphasis should be placed on the alternatives judged by respondents to be the most effective. The bilingual resource room where handicapped pupils would receive specialized bilingual assistance while attending regular bilingual classes would be most efective for the largest number of less severely handicapped students. Self-contained bilingual special education classrooms were judged to be the most widely applicable alternative for severely handicapped children.

Obviously, much remains to be accomplished if the educational potential of CLDE children throughout the country is to be realized. This study certainly demonstrates the need for a broad range of services and resources. It also lends credence to the need for teacher training. The competencies identified in the study will be discussed in more detail in a subsequent section of this paper.

RECOMMENDATIONS

1. Preservice training projects in bil. spec. ed should be given increased support from the local, state and fed. levels.

2. Colleges and univ.'s. should cooperate w/local school dist.'s in conducting a planned and systematic inservice prog. in bil, spec. ed.

3. Leadership training in bil. spec. ed at the doctorial level should receive increased support from the U.S. Dept of Educ.

4. All types and levels of Bilingual Special Education training should include a strong emphasis on parental involvement and parent training.

5. Bilingual Special Education teacher training curricula should be highly interdisciplinary in orientation, drawing not only from special education and bilingual education but from psychology, anthropology, linguistics, psycholinguistics, language departments, etc.

6. Bilingual Special Education teacher competencies identified as critical by practitioners should be validated empirically before being utilized to design future training programs.

7. Bilingual Special Education teacher training research should be conducted with particular emphasis given to student outcomes as the ultimate measure of success.

8. Teacher training materials and text books as well as bibliographies should be developed for the field of bilingual special education.

9. Training programs should make special provisions for student recruitment and retention. Stipends, tution and book allowance, and additional support systems should be provided.

10. BSE and ESL methods courses should be unique and different for this population of exceptional bilingual students.

11. The issue of dual (special education and bilingual education) endorsement and certification as well as bilingual special education endorsement and certification needs further study.

12. The training of regular education teachers through infusion regarding the needs of bilingual exceptional child is a priority-in research and practice.

B. CURRICULUM AND INSTRUCTIONAL METHODS FOR EXCEPTIONAL BILINGUAL STUDENTS

In 1979, Chinn conducted extensive searches of literature associated with special curricula for exceptional culturally different children. These searches failed to yield curricula specifically designed for this population. Publications addressed strategies and approaches appropriate to culturally diverse children but were not unique to exceptional children.

This paper again examines literature on curriculum and instructional methods for exceptional bilingual children. Five questions guided the literature review:

1. Is there research to support current practices in special education service delivery for exceptional bilingual populations?

2. Is there a need to develop new curricula, methods, and materials for handicapped bilingual children?

3. Is there empirical evidence that indicates that certain methods of instruction result in higher academic achievement/performance than do others?

4. What instructional arrangements are now being utilized for instruction of exceptional bilingual students?

5. Is there evidence favoring bilingual education versus special education placement for handicapped bilingual children?

In general, literature on curriculum and instruction for exceptional bilingual or limited English proficient (LEP) students continues to focus on student characteristics which affect performance and on competencies for teachers who serve exceptional LEP students. Recommendations or suggestions for educational interventions are deduced from literature in related disciplines such as bilingual education or special education. There is a paucity of research specific to curriculum and instruction methods for linguistically diverse populations with special education needs.

In the sections which follow, themes found in literature on curriculum and instructional methods for exceptional bilingual children are discussed.

Cultural Relevance in Curriculum

Perhaps the most common theme in literature addressing the needs of minority students is that poor student achievement may be attributed to content, materials, and strategies which lack relevance to the student's culture (Almanza & Mosley, 1980; Chinn, 1979a; Diggs, 1974; Jaramillo, 1974; Oritz & Yates, 1981; Plata, 1979; Rodriguez, Cole, Stile, & Gallegos, 1979). School programs continue to reflect a melting pot ideology which has as its basis a belief that people should strive to be as similar as possible and that the norms for thinking and behaving are embodied in the culture of the white middle class (Jaramillo, 1974; Ortiz, in press-b). However, significant factors work against the assimilation of "visible" minorities whose traits make them easily recognizable by virtue of skin color, language, and/or other unique cultural attributes. Members of the dominant society perceive these individuals as different, and consequently deviant, to the extent that they question whether the group is worthy of becoming a part of mainstream society. On the other hand, ethnic groups share a deep commitment to maintenance of their cultural heritage, thereby rejecting the melting pot ideal. School programs operating under a deficit model, in which differences are interpreted as deficits, will likely have disproportinate numbers of linguistically or culturally different students who experience school-related problems and become potential candidates for special education. Because referral is likely to result in placement, many normal minorities are being served in special education programs, particularly in language-related categories (Garcia, 1983; Maldonado, 1983; Ortiz & Yates, 1983).

In recent years, there has been increased awareness of the contributions of diverse groups of immigrants to the development

of this society and a growing acceptance of the concept of cultural pluralism. Instead of eliminating cultural differences, individuals are encouraged to share customs, traditions, lifestyles, language, and other unique traits. Instructional programs based on a cultural pluralism model are not designed to compensate for diversity but, rather, to enhance and enrich students' experiences. School programs operating under this model are less likely to label minority children as handicapped. Programs offered accomodate student differences and thus increase the likelihood that children will succeed in school and will not require remedial intervention.

While there is general agreement that adapting curricula and materials to make them cultually relevant is a step toward reducing the discrepancy between the characteristics of the student and those of school programs, there is disagreement about the nature of cultural differences which must be considered, their distribution within a given groups, and specifically how instruction should be adapted to take these factors into account (Henderson, 1980). In response to the observation that stereotypes, omissions, and distortions of information about ethnic or racial groups are common to school to school texts and materials, it is recommended that instructional curricula and materials be developed or adapted to incorporate the history, heritage, traditions, and lifestyles of diverse cultural groups. However, when emphasis is given to traditional aspects of culture, instructional materials may inadvertantly reinforce the very sterotypes and misperceptions educators wish to eliminate. Teachers and other educators need to learn as much as possible about the culture of students, accept differences, and create learning environments and curricula which are relevant to the student and consistent with expectations and desires of parents, community, and public policy (Plata, 1979). Careful study of the idiosyncracies of ethnic groups, coupled with sound special education techniques, provide a basic foundation for meeting the needs of exceptional minorities (Chinn, 1979b).

Henderson (1980) provides an overview of basic concepts related to cultural diversity and stereotypes associated with cultural and social variables and their influence on student performance. He concludes that the only variables consistently related to achievement are: (a) level of student involvement in academic tasks, (b) the nature of teacher-pupil interactions, and (c) internal perceptions of control.

Research Question Related to Curriculum and Instruction for LEP Students

It is important to recognize that bilingual special education is not simply the merger of knowledge and competencies associated with bilingual education, special education, or regular education. In addition to the integration of complementary disciplines, there is and assumption that there is a body of knowledge supportive of and unique to bilingual special education. Because of the limited knowledge base and the recency of development of bilingual special education training programs, the special aspects of the field are yet to be identified (Ortiz & Yates, 1982).

There is a need for longitudinal studies of handicapped bilingual and LEP students which would examine achievement/performance differences when (1) different intervention strategies are utilized; (2) different language interventions are provided; (3) when alternative service delivery models are used; and (4) when services are provided for a variety of categories of handicapping conditions.

The following are questions for which there is a need to provide a research base specific to the education of exceptional LEP children.

Language Interventions

1. What are the long-term effects on achievement/performance when instruction is provided in the native language, biligually, or in English only?

2. What criteria should be used to determined language of instruction?

3. How does one interpret informal assessments of language (e.g. spontaneous language sample, close testing) and how does one utilize this assessment data in choosing the language of instruction on prescribing interventions?

4. How does one assess cognitive academic language proficiency?

5. What interventions yield the best results in development of cognitive academic language proficiency for bilingual handicapped children?

6. What criteria should be utilized to place student into a bilingual special education program?

7. What criteria should be utilized to exit students from bilingual special educaton programs?

8. Are their differences in language development programs provided handicapped LEP children from those provided children normally acquiring English as a second language? What are these differences?

9. Do bilingual, English as a second language, and English monolingual special education programs yield different effectiveness level with different categories of handicapping conditions? For example, are mentally retarded children who speak a language other than English-or who are more proficient in their native language-most effectively taught in English, their native language, or bilingually.

10. What are the long term consequences--cognitively, educationally, and pragmatically--of these interventions?

Interventions

11. What psychological, educational, health-related, and demographic variables best predict outcomes for different LEP handicapped children who are mainstreamed into bilingual, ESL, or English monolingual classes? Into special education programs (e.g. self-contained, resource, etc.)?

12. What are the characteristics of the actual curriculum being implemented in bilingual special education classrooms?

13. What specific information could be included in individual education plans to facilitate provision of services appropriate both in terms of the handicapping conditions and specific student characteristics?

14. What well documented guidance can be given to practitioners regarding essential features of intervention programs?

15. Is there a need for new curriculum and instructional methods?

16. How can materials be adapted to meet the needs of diverse populations (culturally, linguistically, handicapping condition, etc.) in the same setting?

17. What instructional methods are most effective with handicapped LEP children?

18. How are cultural differences incorporated into curriculum and materials to yield a relevant curriculum?

Teaching/Learning Styles

19. Are there differences in cognitive styles among normal versus handicapped LEP students?

20. What are the influences of student demographic characteristics on learning styles (including handicapping condition)?

21. What are the implications of research on right/left brain processing for educational interventions with exceptional bilingual students?

22. Do handicapped LEP children reflect differences in cognitive styles across languages and subject or skill areas?

23. How do student characteristics affect teacher pupil interactions? What are the interaction effects of linguistic/cultural differences and handicapping conditions?

24. What teaching styles and interaction patterns are most effective with exceptional bilingual students?

25. ETC.

The research questions posed are neither exhaustive nor comprehensive. They serve merely to highlight the types of research that must be conducted in order to develop a knowledge base upon which specific educational programs, curricula, methods, materials, etc. can be determined or developed to provide appropriate educational services to exceptional LEP students. Given the range of research needs, what are the priorities?

Summary

The literature does not seem to support a need for new curriculum or instructional methods for bilingual exceptional students. However, this lack of support can best be explained by the lack of empirical research on curriculum and instruction for exceptional bilingual students. It would therefore be premature to conclude that existing curricula and materials will meet the needs of this population. This particularly true given that existing research on special education intervention does not generally include bilingual or LEP populations.

Current practices in special education service delivery for bilingual populations are based on research with normal populations or with monolingual English speaking handicapped children. Research is needed to identify and validate best practices in serving exceptional LEP students. It is not possible to conclude, then, that certain methods of instruction result in higher academic achievement or performance than do others. Educators cannot wait for the knowledge base in bilingual special education to be developed. Research in related disciplines can continue to provide a foundation upon which to make decisions about educational interventions.

COORDINATION BETWEEN SPECIAL EDUCATION AND BILINGUAL EDUCATION

BILINGUAL EDUCATION

Student Identification

Home Language Survey

Teacher Observation

Grades

Parental Input

Emotional/Maturational Levels

Achievement Data

Assessment/Diagnosis

Language Dominance Assessment

Achievement Data

Learning Competencies

47

SPECIAL EDUCATION

Student Identification

Same data collected with two exceptions:

Do not conduct home language survey

Add vision and hearing screening and updated health data

COULD BE THE SAME COMMITTEE

Assessment/Diagnosis

Use tests specific to the suspected disability

Language

Social - Emotional

Adaptive Behavior

Learning Competencies

48

Placement

L P A C

. Bilingual Educator

. Transitional Language Educator

. Parent

. Administrator

Placement

A R D

. Representative of Instruction

. Representative of Appraisal

. Administrator

. Child's Parent

. Student, if appropriate

CONTINUUM OF PLACEMENT ALTERNATIVES
CAN BE THE SAME COMMITTEE

I.E.P.

Does Not Require a Written I.E.P.

Should assure that Sp. Ed. I.E.P. includes

description of special language needs

I.E.P.

Written Document

. Present Performance

. Special Needs

. Goals

. Placement in Required Program (Time)

. Duration of Services

. Persons Responsible

Curriculum & Materials Development

43

Native Language

English as a Second Language

Curriculum & Materials Development

50

English

Student Evaluation

Requires Annual Review

Parental Participation

Any Parent (Placement)

Parental Consent Required

51

Student Evaluation

Requires Annual Review

COULD BE THE SAME COMMITTEE

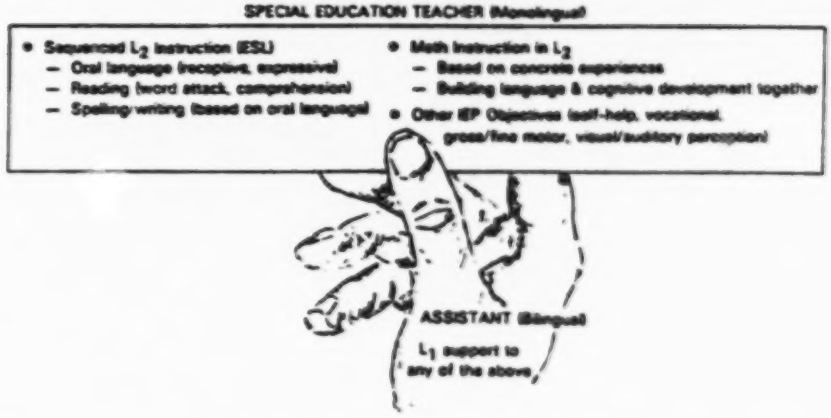
Parental Participation

Child's Parent (Placement)

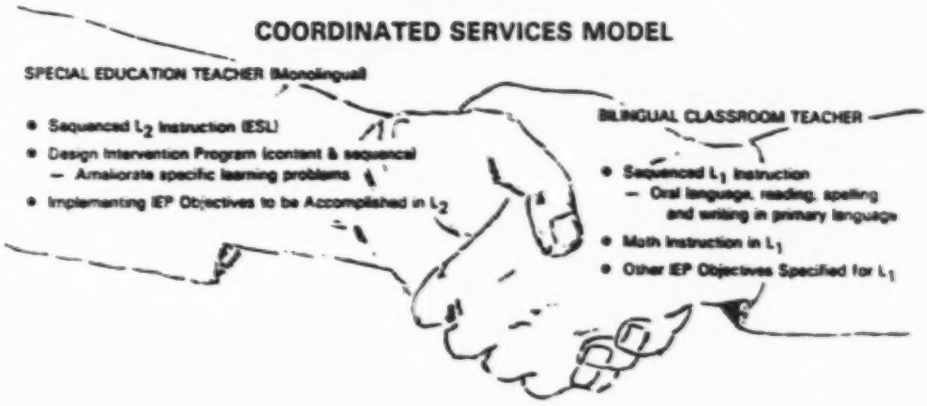
Parental Consent Required

52

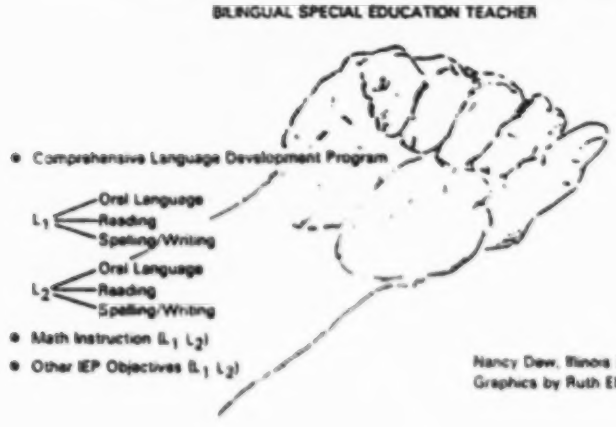
BILINGUAL SUPPORT MODEL


SPECIAL EDUCATION TEACHER (Monolingual)
• Sequenced L_2 instruction (ESL)
– Oral language (receptive, expressive)
– Reading (word attack, comprehension)
– Spelling/writing (based on oral language)
• Math instruction in L_2
– Based on concrete experiences
– Building language & cognitive development together
• Other IEP Objectives (self-help, vocational, gross/fine motor, visual/auditory perception)
ASSISTANT (Bilingual)
L_1 support to any of the above

COORDINATED SERVICES MODEL


SPECIAL EDUCATION TEACHER (Monolingual)
• Sequenced L_2 instruction (ESL)
• Design intervention Program (content & sequence)
– Ameliorate specific learning problems
• Implementing IEP Objectives to be Accomplished in L_2
BILINGUAL CLASSROOM TEACHER
• Sequenced L_1 instruction
– Oral language, reading, spelling and writing in primary language
• Math instruction in L_1
• Other IEP Objectives Specified for L_1

INTEGRATED BILINGUAL SPECIAL EDUCATION MODEL



Nancy Dew, Illinois Resource Center, 1982
Graphics by Ruth Ellen Finn

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F. PARENT INVOLVEMENT, EDUCATION AND TRAINING

Parental participation is critical in the education of handicapped children. Lack of parental involvement amounts to a delay in the provision of special education and related services to handicapped children (A.P.N.I., 1978). Legislation such as P.L. 94-142 mandates parents' involvement throughout the process of referral, evaluation, and placement of students in a special education program. Unfortunately, only through the pressure of public opinion in general, and of parents of the handicapped in particular, are laws implemented fully and in timely fashion by the corresponding authorities (A.P.N.I., 1978). According to Ayala (1978), most of the gains of the exceptional child in terms of acceptance, programs, research, and other areas have been a direct result of the work of parents.

There is a critical need for parent training programs that, in addition to making them cognizant of their rights under P.L. 94-142, prepare them to follow-up at home to the child's educational program. A knowledgeable and involved parent can be a valuable member of the instructional team, facilitating the continuity between home and classroom activities (Baca, 1980).

In terms of secondary students, it is critical that parents be made aware of occupational opportunities in relation to their children's abilities and interests. This type of training enables parents to stimulate their children's motivation for work and to give their children a sense of confidence in coping with school and employment situations. According to Katz (1981), parents should be oriented to playing a leadership role in their schools and communities:

> "...to bring bilingual parents of handicapped children into active participation and community organizations, and together to advocate for enriched and expanded career education programs and services in the school and community."

This document provides a most comprehensive review of the literature, scarce though it may be. As reflected in most of the recommendations (by the author and others), it is an area of much needed research.

Recommendations for Future Directions and Actions in Parent Involvement

Special considerations for parent involvement in bilingual special education have been pointed out. However, specific recommendation can be made that will strengthen and improve future programs for parent involvement in bilingual special education programs.

1. Submit this stimulus paper (together with others of the research group) to universities, SEA's, LEA's and others who are eligible and/or interested in bilingual special education programs and funding.

2. A Leadership Training Institute (LTI) for Parent Involvement in Bilingual Special Education should be funded. Although some parent involvement programs are functioning around the country, an Institute of this nature is needed to train parenting professionals. The format of the Institute might include the following areas: Counseling with Parents; Understanding of Cultural Diversity; Child Rearing Practices of Different Cultures; Problems Faced by Bilingual Parents in Accessing the System.

3. Information concerning Bilingual Parenting Programs should be collected and disseminated. Existing programs that have provided exemplary services to exceptional children and to bilingual (and minority) parents should be examined. Data and information collected should be stored in a mechanism that will exchange "rough" materials as well as "model" programs. Also, the retrieval system should be designed in a manner that will allow data and design on existing bilingual parenting programs to become an instructional resource to trainers and teachers.

4. Contact SEA's and IHE's for lists of individuals who are teaching courses in parent involvement and education. This list would include those who are carrying out demonstration or model programs involving parents who are carrying out in-service training programs, who have special competencies in working with

bilingual parents and who serve in leadership roles in parent organization. This list could be shared with those who have been identified in the state.

5. Develop resource materials. Develop a resource book on books, materials, films and other materials on bilingual parent special education programs to be made available to the field.

6. Establish a parent advisory group. Provide funds (travel and per diem) to each SEA for the establishment of a parent advisory group to work on the improvement of training and/or the retraining of teachers to communicate with bilingual parents with exceptional children.

7. Conduct additional research in the area of Parent Involvement. Some questions that should be further explored are:

   a. Do Native American, Asian-American, and Hispanic parents differ in their reactions to the birth of an exceptional child?

      Much of the literature and research up to this point has tended to confirm the fact that certain defense mechanisms (guilt, anger, chronic sorrow) are generic to most families with exceptional children. Two studies of recent vintage have found some variance from these reactions within black families. Therefore, this question should be explored more fully to determine if parental reactions vary between different racial/ethnic families.

   b. Barraga's model of crisis periods depicts six critical stages in the lives of parents of exceptional children:

      (1) At the birth of the exceptional child.

      (2) At the time of diagnosis of the exceptional.

      (3) At the child's entry into school.

      (4) At the age of puberty.

      (5) At the time of vocational choice.

      (6) At the age of young adulthood when parents begin to age.

      This research question would relate to these critical periods: Does each racial/ethnic parent group harbor the same feelings toward each ascribed crisis period?

Another related inquiry could be made as to whether each racial/ethnic parent group considers the six periods to be crisis stages in their lives.

c. Further examination of the effect of religion upon parental acceptance and attitudes of parents with exceptional children is needed. For example, Catholics have been found to be more accepting of exceptional children than Protestants. Several questions can be raised concerning the effect of religion upon the quality of life enjoyed by the families with exceptional children:

   (1) Is the acceptance concept--i.e., Catholics more so than other religious preferences--equally valid with these racially/ethnically different populations?

   (2) Are there appreciable differences in the levels of acceptance of the child's handicap among bilingual populations of racially/ethnically different parents?

   (3) How has the concept of "faith" and belief in God affected family relationships--i.e., gain strength to carry on, etc.?

d. The fourth set of questions could seek to examine the roles and needs of family members. Ross (1964) and Farber (1969) talk of family disequilibrium or tension that results from the birth and during the life cycle of the exceptional child in the family:

   (1) What stresses were introduced into the family unit as a result of the exceptional family member?

   (2) Were the parents and families introduced to intervention strategies? If so, what kinds? If they were not, why not and what kinds would they have preferred (i.e., counseling, information, financial assistance, etc.)?

   (3) How have their family roles been changed since the advent of the exceptional child in the family? What modifications and/or adaptations have parents been forced to make? Have sibling roles changed?

   (4) What are the needs of parents in the

affective and cognitive domains? Do they differ from parent to parent (mother vs. father)?

(5) What are the needs of siblings?

(6) Are the needs expressed constant across the three major bilingual groups studied?

(7) Have family goals changed as a result of the introduction of the exceptional child into the family?

e. More study needs to be done on the strengths of bilingual families to cope with handicapping conditions. With these reasons in mind, the following kinds of questions could be raised. These are:

(1) What factors prevent bilingual parent involvement with the school and the special education program?

(2) What is the impact of interviewer-family similarity or dissimilarity on the involvement process?

(3) What are the reactions of different bilingual family types--i.e., typical, dualistic, atraditional--to the child's handicap?

(4) What is the effect of the family's socioeconomic status upon the acceptance of the child's handicapping condition?

(5) How do the roles of family members change with the introduction of the exceptional child into the family?

(6) Who bears major responsibility in the family for tending and working with the exceptional child?

(7) How do parents regard the school? Friend or adversary?

(8) Do parents attend ARD meetings?

(9) Are parents satisfied with the program provided for their child?

(10) Do parents perceive the teacher as the "expert" or do they see themselves as co-equal partners in the education of their children?

(11) How knowledgeable are parents about PL 94-142? Their rights and responsibilities?

(12) Do parents and teachers share common goals for the child?

8. Improve Teacher Training Programs. Work with IHE's to improve programs that train pre-service teachers to work with parents of bilingual exceptional children. Advocacy functions and other roles that afford parents and teachers a common basis for developing specific skills should be encouraged.

9. Networking with Parent Involvement Providers. Efforts should be made to set up a network of interested parent trainers, professionals, and parents to provide assistance in conceptualizing, implementing and disseminating information.

G. EDUCATIONAL POLICY & PROGRAM DEVELOPMENT

This paper is focused on the subject of educational policy in the emerging field of Bilingual Special Education. Its draws specifically upon legislative mandates at the Federal level and related research in the disciplines of Special Education and Bilingual Education. Because the field of Bilingual Special Education is "emerging," the reader will note the scarcity of specific research related to educational policy. It is the intent of this paper to explore educational policy in bilingual special education as an evolving phenomenon that necessarily draws on knowledge generated in the two respective disciplines. Specific educational policy then will be discussed as that which needs to be worked toward. The is not to suggest that such policy does not exist; rather, it implies that policies, at this stage, abound at the rhetorical levels and have not become fully implemented.

Federal legislative enactments over the past two decades are reviewed as is related research conducted by knowledgeable experts in the disciplines. Conclusions are drawn and ideas are shared that may be of benefit to educators and administrators concerned with the development and implementation of meaningful services for bilingual handicapped students.

Appended to this document is a description of how one State has attempted to organize and deliver its services to a sizeable number of limited English speaking students. It serves as a reference for transferring some of the Federally-imposed mandates to the level of State management.

SELECTED POLICY AND PROCEDURAL RECOMMENDATIONS

Plata and Santos (1981) address bilingual needs in special education and recommend a set of strategies for local education agencies. They suggest the need for a specialized curriculum as a viable educational alternative, integrating into their special education programs bilingual education teaching concepts to instruct students. Bilingual special education should be implemented as an educational strategy within the existing system's framework as opposed to an adjunct or separate program in bilingual or special education. This educational strategy should incorporate theories, methods, and materials from both the bilingual and special education disciplines (Plata, 1979). Similarly, the bilingual and special education staff will be required to communicate, cooperate, and coordinate with each other in order to implement this strategy.

The main focus of the bilingual special education strategy should be on teaching bilingual handicapped students at their performance level by communicating with them in their first language. Pertinent vocabulary used in verbal and written English instuctions must be extracted by the teacher and taught to the bilingual handicapped pupil. In the process of assisting these pupils to learn new information in English, methods and materials used should not strip the non-English-speaking handicapped pupils of their cultural heritage as these students may be too vulnerable for the speedy acculturation process thought to be a prerequisite to learning.

As a consequence of using the native language to teach bilingual handicapped pupils new information, the classroom teacher assists these special students to develop a foundation of survival language skills which can be used in furthering academic or vocational preparation; acquiring and successfully managing personal, home, and family affairs. In short, the classroom teacher will be instrumental in creating individuals who are assets to their families, employers, and communities.

Ramirez, et. al. (1979) prepared a policy analysis guide which focused on American Indian Exceptional Children in Special Education. This guide assists state agencies, the Bureau of Indian Affairs, and tribal/Indian community-controlled education units in analyzing their special education administrative policies. Recommended policy statements are presented that meet the requirements of PL 94-142, and also reflect the special considerations that should be undertaken when programming for exceptional Indian children.

In their discussion of LEP handicapped students (1982), Leonard Baca and Jim Bransford submit a set of policy options as alternatives for local decision-making. Additionally, Baca (undated) prepared a report which analyzed policy issues in the education of bilingual exceptional students. The effectiveness of bilingual education is assessed, as are programmatic options, specially designed instructional models, and needed changes in teacher education programs. A chapter lists six current requirements for serving bilingual handicapped students and notes policy options (with potential positive and negative effects) for nineteen aspects - including screening, bilingual advocacy, accessibility, minimum services, and in-service training. Examples of recommended policy options are as follows:

- Every school district will publish, in English and in other target languages, information regarding the legal rights of culturally and linguistically diverse exceptional youngsters.
- All school districts will conduct training for multi-disciplinary team members regarding non-discriminatory assessment procedures for ethnolinguistic minority students.
- Every school district will design and implement comprehensive services for exceptional bilingual students to assure that they receive services in the least restrictive environment.

- All federally funded migrant special education programs will establish and maintain specialized mobile programs for handicapped bilingual children.

ASSOCIATED ISSUES AFFECTING BILINGUAL HANDICAPPED EDUCATION

- Does Bilingual Education Foster Separatism in the Schools? Racial/ethnic segregation is a complicated concept, but essentially it relates to the separation of children on the basis of factors, such as color or ethnicity, that are not educationally relevant to such separation. Thus, when children were assigned to separate schools or classrooms simply because they were Black, it constituted illegal segregation because "blackness" per se is an educationally irrelevant characteristic.

  It is legally possible and educationally desirable, however, to group children for instruction, based on particular learner characteristics for the purpose of improving learning opportunities in the school. Civil rights terminology uses the term National Origin Minority (NOM) to refer to factors that are not learning-related, while the term Limited English Proficiency (LEP) refers to the specific factors that have to do with language characteristics.

  To be fully understood, the issues of segregation of LEP and for NOM children must be viewed within the broader context of <u>discrimination</u> in school programs. The end result of discrimination is the denial of equal education opportunities. The effect on children is the same whether this denial occurs through action or lack of action on the part of the schools.

  In the case of LEP children, this concept extends beyond the problems that arise purely as a result of pupil assignment practices. As pointed out, a person's race, sex, or religion are educationally irrelevant characteristics. Language, on the other hand, is an educationally relevant characteristic, since language is the primary vehicle for interaction between schools

and pupils. Without understanding the language of instruction, meaningful learning cannot occur at all. Thus race, sex, and religious discrimination occur when school officials treat individuals differently. Language-based discrimination occurs when schools treat LEP children in the same manner as they treat native speakers of English.

Bilingual education does not require that LEP children be separated from their majority group peers for long periods of time, and often it does not require it at all. The U.S. Congress recognized this in Title VII of the Elementary Education Act of 1965. In that statute, the Congress specified that Title VII projects should work with LEP children in the schools which "they normally attend." This provision prevents the movement of LEP children to separate facilities for the purpose of operating a bilingual education program. Title VII also states that "in such courses of study as art, music and physical education, a program of bilingual education shall make provision for the preparation of children of Limited English Proficiency in regular clases."

The essential point to be made is that the remedy for language discrimination must be different from the remedy for other sorts of discrimination. That is why the matter of segregation within bilingual education must be viewed within a broader matrix of factors. To alleviate racial, religious, and gender discrimination, school officials must eliminate consideration of educationally irrelevant student characteristics by ensuring that minorities and women have access to and participate in the educational programs generally offered. To alleviate a language discrimination violation, however, school officials must adjust their policies and procedures to take into account an

educationally-relevant student characteristic; i.e., the language-skill needs of the non-English-speaking students. This means that school officials need in most cases to establish special educational programs for language minority students in order to remedy the linguistic barrier that prevents effective teaching and learning (National Foundation for the Improvement of Education, 1982).

- Is the Research Evidence on the Effectiveness of Bilingual Education as inconclusive at it seems?

Most of the apparent inconsistencies in the research evidence have more to do with the state-of-the-art in research methodology than with the quality of bilingual education itself. Can we say that education in general "works"? We must ask the same types of questions about bilingual education as we ask about education in general. What kinds of bilingual education work best, with what kinds of students, under what conditions, and with what resources?

For several reasons, educational evaluation practices rely heavily on methods and practices borrowed from experimental research. But bilingual education as we currently know it is more of a general concept than it is a uniform variable of the type that is examined in most contemporary research. It is an educational approach, generally speaking, and not a curriculum "treatment" of the sort that most experimental research can evaluate using current methods and procedures.

Federal funds (Title VII, for example) are targeted to serve children who are "most in need" of bilingual education, using both linguistic and socioeconomic criteria. These are the children who are least likely to show rapid growth and improvement, a common measure of program impact. Because of the complexity of their

needs, they often require longer periods of time to derive the full benefit from bilingual education. Measured against the traditional expectations, programs that serve these populations can appear to be failing, when in reality they may be quite successful in slowing down (or stopping) the cumulative deficit phenomenon. This type of progress is exceedingly valuable but not easily detected.

Past efforts at evaluating bilingual education programs have not been fully successful in separating other variables that affect rates of academic progress for LEP children. Such factors include socioeconomic status, the home, individual student, teacher, school district, principal, materials, language, curriculum, testing materials and procedures, and test analysis and reporting procedures. The degree to which each set of factors affects learning is difficult to sort out. All are clearly important but current evaluation practices do not differentiate among the effects of each. Ongoing research is also addressing the problem and is likely to yield important new discoveries. Another expectation is that as researchers pinpoint the characteristics of good schools and good teachers, they will also be able to identify good bilingual schools and good bilingual teaching (National Foundation for the Improvement of Education, 1982).

V.

SELECTED STATE BSEP POLICIES AND INFORMATION

As an effort to detemine the degree and kinds of bilingual special education policies and information which has been generated or maintained at the state level, a requests was sent to selected states in the U.S. (21). Of that number twelve responded. Many supplied copies of the information, most of which follows. State plans which were submitted in book form, such as the Fiscal Year 1981 - 1983 SE Plan developed by the Department of Education, Commonwealth of Puerto Rico, were not attched due to their length. Copies of such, however, can be requested.

One of the major concerns expressed by bilingual special educators is the lack of specific/systematic guidelines regarding bilingual special education at the state level. The belief is that policies established at the state level will encourage more effective program implementation at the local levels. Although some states have take the initiative to develop such policies, there appears to still exist a need for all states to develop systematic guidelines. This existence of large numbers of migrant workers and bilinguals may have influenced some states to develop comprehensive guidelines, e.g. the state of New Jersey, but only further research can address the supposition.

The responses to the request for information verifies the need for both continued research and greater involvement at the state level.

VI.

CONCLUSIONS AND RESEARCH RECOMMENDATIONS

Because bilingual special education is relatively new and lacks appropriate exploration, much research remains to be conducted. Many recommendations have been made and research questions have been posed in the synthesis documents. However, the following recommendations were made as a part of the evaluation of the two-day Research Conference in Rolling Meadows, Illinois.

RECOMMENDATIONS FOR CONTINUED RESEARCH IN BILINGUAL SPECIAL EDUCATION

1. From the point of one who is engaged in research dealing with the political sociology of language, I consider language awareness and the concept of labelling to be a major factor in creating the social distance experienced by bilinguals who are handicapped. Hence, we need workshops in this area without overstressing the fact that it is a form of sensitivity training for the general populace. They are the ones who play a major role in creating attitudes which are negative and detrimental.

2. Another area which desperately needs focus is that of family health and planning. Many of those who are handicapped are victims of child beating. We are, unfortunately, dealing with the symptoms and not the cause. Also, many babies are born malnourished and it appears to me that focussing on health awareness could be a major factor in attacking the causes of these children's afflictions. The presentation by Dr. Robert Marion addresses these issues. They are real and need serious consideration immediately. Parenting and parent-child interaction does effect the health and well-being of children, but America appears to be a crisis society which only addresses such problems when they are too late. Nutrition while the child is in utero is just as significant as during the later developmental years, but in a community where junk food predominates, the real issues are not addressed at all. I would place Dr. Marion's paper on the top of the agenda of social change. I would like to see it as a major focus of a conference or a follow up to the conference.

3. Research on kinds of Teacher Training Bilingual Special Education Programs and their effectiveness.

4. Research on effect of choice of language of instruction with students who have special needs.

5. Research on inservice needs of public school teachers who are working with these students.

6. Parental acceptance of handicapped child as a function of ethnicity, SES, religious background.

7. More research in cognitive style of handicapped bilingual children.

8. More research on different learner styles among different bilingual populations of students.

9. More research on parental interactions with their exceptional children.

10. More transcultural research concerning intervention strategies with bilingual parents in special education.

11. More research on crisis periods on the lives of parents with exceptional bilingual children.

12. More research on the participation or non-participation of bilingual parents in the IEP process.

13. More research on parent involvement at the different age/grade levels of the educational process.

14. More research on the competencies needed for teachers of bilingual exceptional children.

15. More research on the effectiveness of PL 94-142 in guaranteeing proper referrals, classification and placement of bilingual students on special education.

16. Longitudinal studies on effects of different types of programs for the bilingual handicapped.

17. The acquisition of "School Language" in L_1 and L_2 of handicapped.

18. Bilingual Special Education teacher training, evaluation studies and graduate follow up of studies.

19. There are few questions which can be asked about bilingual handicapped populations for which there is a specific body of knowledge upon which to base answers.

20. Each of the papers submitted should include questions posed by the author.

21. A research agenda should be developed that allows educators to look at the total service delivery process from the perspective of improving current practices (e.g. referral, assessment, decision making committees, educational planning, parental involvement, etc.) Research should be conducted in such a way that it yields a comprehensive design or model for service delivery.

22. Of primary concern is the need for funding of longitudinal studies which would allow researchers to follow a group of students over time and, consequently, to document the effects of assessment practices, interventions, etc. on student performance. For the most part existing research does not include such designs.

RECOMMENDATIONS (Cont.)

23. Most researchers have been concerned with overrepresentation of minorities in special education. Research should be conducted to determine reasons for underrepresentation and to improve child identification procedures.

24. The effects of serving linguistic minorities in special education via extensive use of paraprofessionals should be documented.

25. Utilization of informal procedures, particulary in the areas of language assessment and cultural factors, for assessment should be studied and findings disseminated to the field.

26. A study, using procedures such as the Delphi, should be conducted to develop competencies for bilingual special educators. Individuals currently involved in personnel preparation for bilingual special education should constitute the panel of experts. Until recently, such a panel had not existed. Can we reach consensus about required training?

27. The question of how much proficiency in the native language of students teachers should have needs to be resolved. (Awkward, isn't it?) A related question is What, realistically, should be the role of monolingual special educators?

Parent Participation: Parental participation is critical in the education of handicapped children. Lack of parental involvement amounts to a delay in the provision of special education and related services to handicapped children (A.P.N.I., 1978). Legislation such as P.L. 94-142 mandates parents' involvement throughout the process of referral, evaluation, and placement of students in a special education program. Unfortunately, only through the pressure of public opinion in general, and of parents of the handicapped in particular, are laws implemented fully and in timely fashion by the corresponding authorities (A.P.N.I., 1978). According to Ayala (1978), most of the gains of the exceptional child in terms of acceptance, programs, research, and other areas have been a direct result of the work of parents.

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educational program. A knowledgeable and involved parent can be a valuable member of the instructional team, facilitating the continuity between home and classroom activities (Baca, 1980).

In terms of secondary students, it is critical that parents be made aware of occupational opportunities in relation to their children's abilities and interests. This type of training enables parents to stimulate their children's motivation for work and to give their children a sense of confidence in coping with school and employment situations. According to Katz (1981), parents should be oriented to playing a leadership role in their schools and communities:

> "...to bring bilingual parents of handicapped children into active participation and community organizations, and together to advocate for enriched and expanded career education programs and services in the school and community."

VII.

APPENDICES

Due to length, Appendices for this report are not included in the Executive Summary, however, the categories are as follows:

A. A Listing of Bilingual/Bicultural Projects Funded by the U.S. Department of Education, FY82

B. Original Reactions to Research Synthesis Documents

C. Additional Reference and Resource Materials on Bilingual Special Education.

These documents were obtained from or provided by Federal and Local agencies, members of the project consultant team, and the DGA Staff.

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